

Putting the Punch in PLCs:



The One, Two, Threes of Successful PLCs



Rita Muratalla

Ann Ford



“To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.”

Richard DuFour



“We do not argue that the PLC journey is an easy one, but we know with certainty that it is a journey worth taking.”

Learning by Doing

Four Guiding Questions

- Watch video of PLC
- Identify statements answering the 4 guiding questions and write them on the form provided.

Four Guiding Questions

- What are students supposed to know and be able to do?
- How do we know when our students have learned?
- How do we respond when students haven't learned?
- How do we respond when students already know the content?

Video



Past and Present

Then:

- Embedded professional development
- Data analysis was sporadic but often
- Implementation always came back to 'what was best for students'

Now:

- Data driven
- Learning for mastery
- Collaboration
- Results driven
- Based on Leaders for Learning (DuFour and Marzano) and Transforming School Culture (Anthony Muhammad)
- Still comes back to 'what is best for students'

Learning for Mastery

“The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift – from a focus on teaching to a focus on learning – has profound implications for schools.”

On common Ground quoted from A Leader's Companion by Eaker, DuFour, and Marzano

Page 1-2 of 2

View Options X Close

Zoneton Middle School PLC and Title I Team Common Assessment Analysis

PLC Team: _____ Facilitator: _____

Members Present: _____

Common Assessment # _____ Proficient Score: _____ Unit Title: _____

Skills & Concepts Addressed _____

Goal #1 _____ % of our students will meet or exceed the common assessment benchmark.

Each teacher enters the test score for every student on the COMMON ASSESSMENT ANALYSIS CHART. Use that chart to discuss and analyze results.

TEACHER NAME:									
How many your students took the common assessment?									
How many of your students met or exceeded the proficiency score?									
What percentage of your students met or exceeded the proficiency score?									
How many of your students failed to meet the proficiency score?									
What percentage of your students failed to meet the proficiency score?									
What was the most commonly missed question (provide skill or standard)?									

Specific Measurable Attainable Results based Time bound GOALS:

Did we meet our goal? Yes, with _____% total students meeting or exceeding benchmark!! Yeah!

No, with _____% students meeting or exceeding benchmark! (_____% Off)

List the students that need remediation and/or have not mastered the ESSENTIAL SKILL

- COMPASS
- After School Tutoring,
- Extra practice material / Packet
- One on One teacher tutoring session
- Parent Conference /Motivation

These students will be reassessed on this essential skill on or by _____

Goal #2 (____ out of ____) _____% of our students will demonstrate mastery of the essential skill by _____.

Did we meet INTERVENTION goal?

Yes, with _____% total students meeting or exceeding benchmark!! Yeah!

No, with _____% total students meeting or exceeding benchmark. (_____% off)

Notes for improvement:

Bring a sampling of common assessment to the PLC meeting. Trade and analyze constructed responses and provide feedback / calibrate scoring and writing development. Notes:

Collaboration

“In a Professional Learning Community educators create an environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone.”

PLC at Work quoted from A Leader's Companion by Eaker, DuFour, and Marzano



Results Driven

“In a Professional learning community, educators are hungry for evidence of student learning. Relevant, timely information is the essential fuel of their continuous improvement process.”

Learning by Doing quoted from A Leader's Companion by Eaker, DuFour, and Marzano

Microsoft Excel - School Wide Common Assessment Proficiency Percentages Updated 3-1

ZMS Percent Proficiency Before Remediation
Common Assessments 2011-2012

Math Proficiency						
Grade	Test #1	Test #2	Test #3	Test #4	Test #5	Test #6
6th	62%					
7th	17%					
8th	39%	52%				

Language Arts Proficiency						
Grade	Test #1	Test #2	Test #3	Test #4	Test #5	Test #6
6th	82%	90%	99%			
7th	95%	76%				
8th	47%					

Science Proficiency						
Grade	Test #1	Test #2	Test #3	Test #4	Test #5	Test #6
6th	72%	75%	80%	87%		
7th	75%					
8th	80%	73%				

Social Studies Proficiency						
Grade	Test #1	Test #2	Test #3	Test #4	Test #5	Test #6
6th	75%	57%				
7th	99%	84%				
8th	100%	58%	39%			

Click to add data

Start Slowly

- What is it you want our students to know?
 - Power Standards
- How will you know if they are learning?
 - Common Assessments
- How will you respond when individual students do not learn?
 - Intervention/Remediation
- How will you enrich and extend the learning for students who are proficient?
 - Differentiation

PLC Agendas

Learning Target Congruency

Exit Slip for Assessment/Adaptation of Critical Friends

Professional Learning Community Meeting
Agenda
January 10, 2012

First Period (Lewis)	8:47 – 9:41 (Lewis)
Second Period (Zavala)	9:43 – 10:37 (Zavala)
Third Period (Bogard)	10:39 – 12:02 (Riedinger)
Fourth Period (Jaggers)	12:04 – 1:00 (Johnston)
Fifth Period (Downs)	1:02 – 1:56 (Downs)
Sixth Period (Wright)	1:58 – 2:55 (Wright)

Meet in Data Room

Bring: A Lesson plan you are teaching this week

Norms

Give Lesson Plans to Ms. Ford
Distribute lesson plans
Review the lesson plan you have: be ready to share the answers to the following questions.

- How is the learning target congruent with the standard and exit slip?
- How do the strategies used assure that the students are learning the standard?
- What formative assessments are documented to know that students are learning?

Lesson Plan Teacher: Share how you will respond when students do not master the content from this lesson.

Exit slip:
How will what we did today change what you do in your classroom this week? Be ready to share what you did at the next PLCs.

Professional Learning Community Meeting
Agenda
January 31, 2012

First Period (Lewis)	8:47 – 9:41 (Lewis)
Second Period (Zavala)	9:43 – 10:37 (Zavala)
Third Period (Bogard)	10:39 – 12:02 (Riedinger)
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Meet in Data Room – Turn in your Class Sets of Exit Slips (student work) and Lesson Plans to Ms. Ford

Always refer back to these questions as you plan. They are critical to our success.

- What is it you want our students to know?
- How will you know if they are learning?
- How will you respond when individual students do not learn?
- How will you enrich and extend the learning for students who are proficient?

Norms

- Critical Friends Protocol – Analyze the class set of Exit Slips and Lesson Plans. While you are doing this ask yourself the following questions and be ready to share out. Please write your answers in your journals.
 - Is the Exit Slip congruent with the learning target and standard? How do you know?
 - Is it rigorous? Review the Bloom's Taxonomy Pyramid provided and box in the verbs that are used in your exit slip. What level is it and how do you know?
 - If the Exit Slip is one of the bottom three levels of Bloom's Taxonomy how could the question be moved to one of the higher levels?
 - Rewrite the question to reflect this.
 - Separate the student work into 3 piles. Students understand – Students partially understand – Students do not understand
 - What would you do for those students that understood and did not understand?
- Teachers share the lesson and exit slips
- The analyzing teacher will share their findings

Note: Save class sets of student work for PLCs in the next few weeks. We will be analyzing these.

Exit slip:
How will what we did today change what you do in your classroom this week? Be ready to share what you did at the next PLCs.

Rigorous and Congruent

Bloom's Taxonomy



New Version

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.

Note that the top two levels are essentially exchanged from the traditional to the new version.



Old Version

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

10 At Risk / 10 Proficient (10/10)

Tools - Page 1 of 3 - View Options - Close

Professional Learning Community Meeting
Agenda
March 6, 2012

First Period (Lewis)	8:47 – 9:41 (Lewis)
Second Period (Zavala)	9:43 – 10:37 (Zavala)
Third Period (Bogard)	10:39 – 12:02 (Riedinger)
Fourth Period (Jaggers)	12:04 – 1:00 (Johnston)
Fifth Period (Downs)	1:02 – 1:56 (Downs)
Sixth Period (Wright)	1:58 – 2:55 (Wright)

Meet in Data Room –

Always refer back to these questions. They are critical to our success.

- What is it you want our students to know?
- How will you know if they are learning?
- How will you respond when individual students do not learn?
- How will you enrich and extend the learning for students who are proficient?

Norms

Materials needed:

- 10 folders containing work of top ten students
- 10 folders containing work of ten at-risk students
- Analysis directions

Analysis Directions:

1. Make observations of top ten student work.
2. List characteristics of (note examples below and rubric provided):
 - the work the students exhibit
 - characteristics you want to see in proficient work
 - characteristics leading to proficient/distinguished work
3. List the characteristics on the table provided.
4. Analyze at-risk student work.
5. Check columns where each student shows proficiency.
6. Team Leader answers questions provided as team discusses issues:
 - Discuss needs of the at-risk students.
 - Describe plan to remediate writing and/or work.

Characteristics to consider:

- Readable, revised, and edited
- Focused
- Gives supportive evidence
- Smooth transitions, sentence fluency
- Use of examples, metaphors, analogies
- Well suited for audience
- Concerns something important, writer is passionate, voice is individual and appropriate
- Ideas are well developed
- Organization is logical and effective
- Word choice is memorable and specific
- Conventions are correct and communicative – correct use of punctuation, spelling, grammar

➡

Student #1

QORQ A. A chemical change of burning leaves is black smoke and ashes. ^{and these are signs of chemical change.}

B. leaves reduce to ashes into carbon dioxide is the volume. The mass has not changed because its mass stayed the same.

Student #7

ORQ

A- color factor

explain!

B- the mass is not in it he says But
in the smoke because the smoke
is more dens

1 now
ms

Student #10

ORQ

(A) One sign is that when a chemical change in burning leaves is when you see smoke or carbon dioxide. Smoke or carbon dioxide is a tell tell sign that a chemical change happened. Because you can't fly leaves in the air. What you are probably going to expect carbon dioxide to fly up in the air. Another sign of chemical change would be when you see no more leaves because when you ignite the leaves the leaves evaporate and turn to ashes.

And since these are both signs of chemical change!

(B) When leaves are burned it turns to ash and carbon dioxide. The mass is still there but it takes up a lot less space than when the leaves was not burned.

10 At Risk/10 Proficient (10/10)

3/6/2012 LEWIS' 100

Top Ten Characteristics of Proficient Work

Characteristic	J.T	S.F	T.L	J.M.	T.P	J.R	E.R	D.V	D.
	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Stu
* highlights critical vocab									
;) uses critical vocab.	✓	✓	✓	↓	✓		↓	↓	
;) organized/show steps		✓		✓	✓	✓	✓	✓	
neat		✓			✓			✓	
* use supporting details		✓						✓	
* explain thoroughly/to the point			✓		↓			✓	
* uses transition words		✓						✓	
* answers w/ complete thought	✓	✓			✓			✓	
* spelling/grammar					↓		↓	↓	

What next?

Interventions

Extensions

Modeling

Accountability

Revise

Analyze

The One, Two, Threes of PLCs

- Start Slowly
- Always come back to the 4 guiding questions
- Results driven interventions moving students forward



Question
and
Answer Period

